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ABSTRACT

A comparison of Self-Scoring Error Rate for Self Directed Search (SDS) and the revised SDS is presented. The subjects were college freshmen and sophomores who participated in career planning as a part of their orientation program, and a career workshop. Subjects, N=190 on first study and N=84 on second study, were then randomly assigned to the SDS or revised SDS. Subjects scored their own inventory, and their responses were computerized. Tabulated results indicated that the subjects taking the revised SDS had considerably lower percent error rate than did the subjects taking the SDS. (Author/BHW)

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Comparison of Self-Scoring Error Rate
For SDS (Self Directed Search) (1970) and
the Revised SDS (1977)

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Comparison of Self-Scoring Error Rate
For SDS (1970) and the Revised SDS (1977)

The need for a more personalized, self-administering, self-scoring and self-interpreting vocational counseling instrument has been a dilemma that counselors have been confronting for many years. The introduction of The Self-Directed Search (Holland, 1970) and Job Experience Kits (Krumboltz, 1970) have been recent attempts to address this need. However, despite many studies (Krivatsy and Magoon, 1976; Avallone, 1974; Krivatsy, 1974; Redmond, 1973; Zenerand Schnuelle, 1972) that have reported the positive effects of at least one of these strategies (the SDS) it appears inconclusive whether the above strategies do in fact provide facilitative assistance. Brown (1975) explores pragmatically some of the difficulties encountered in using self-administering, self-scoring, and self-interpreting vocational instruments. In reviewing the Self Directed Search, he found that LaGuardia Community College users made at least one major error either in making calculations or conceptually. In another study Christensen, et al. (1975), found that over one-fourth of the 184 freshman administered the SDS during an orientation made scoring errors resulting in incorrect summary codes. Christensen also found that monitoring significantly effected errors in high-point codes. There were errors in the summary table; 55 percent made errors effecting the final code, 47 percent made errors causing the omission of one or two more letters from the final code, and four students discontinued when they reached the summary table. In addition, two undergraduate research assistants employed to check the accuracy of the student's self-scoring

made rescoring errors in 20 percent of the booklets.

Holland in responding to data being accumulated about the SDS made some minor changes between 1970 to 1976. In addition, he began planning for a major change which was implemented in 1977 (Holland et al. in press). In this article Holland states that scoring has been simplified by eliminating the graphs and tied score problems. He also stated that sampled groups of high school, college and adult persons took less time (10 to 20 minutes) and made fewer mistakes (less than 5% in the first letter code) with the new form. The Occupations Finder has been expanded from 456 to 500 occupations.

In another response to reviews of SDS (Cutts, 1977; Dolliver and Hansen, 1977). Holland (1977) speaks to the issue of the internal consistency coefficients for the Summary Scale. He says that internal consistency coefficients were not calculated for the first edition of the SDS because the inability to compute this type of statistic for a yes-no scale in which the resulting profiles were added and weighted. However in the 1977 revision, Holland does away with the weighting and simply adds the items together to obtain a summary score. This allows him to calculate split-half reliabilities but also raises some interesting questions. One might begin with the consideration of why the original SDS used a weighted system in the first place. Or in other words, what seems to be the rationale supporting the use of such a system. Secondly, it appears that the revised SDS with no weighting system will obtain a different code than the old SDS for the same person's responses. This question leads us then to two propositions which have not been addressed in the literature. These are problems which include code

changes because of the dropping of the weighting system and errors resulting from the self-scoring system. This study was designed to look at both of these issues.

Subjects

The subjects were all college freshman participating in an orientation program in a small private midwestern college. A total of 89 subjects completed the SDS (1975) and 101 completed the SDS (1977). Subjects were randomly assigned to each of the above inventories and 190 subjects completed the SDS.

Procedures

The subjects were randomly assigned to the two forms of the SDS. Each of the student's SDS booklets was analyzed using the computer program (Price, O'Neil, and Michal, 1978) that scores and profiles the SDS. In addition the three letter codes were calculated based on SDS's original scoring system that weights the codes and the revised SDS scoring system that simply adds numbers together without weighting.

A total of 89 subjects completed the SDS (1975) and 101 subjects completed the SDS (1977).

Results

The subjects completing the SDS (1975) version had 29 errors or 32.5 percent in calculating their three letter codes and subjects completing the revised SDS had 11 errors or 10.8 percent in calculating their three letter codes.

Insert Table 1 here

A second study was designed to compare the self scoring method to the computerized method for both the old and revised SDS.

Sample Description

The population consisted of 2865 freshmen and sophomore men and women living in residence halls at a large midwestern university. A letter was sent to a random sample of 695 inviting them to participate in a career interest testing workshop. A total 126 indicated they actually were interested in the workshop and 85 actually participated in the workshop. The 126 subjects were randomly assigned to three career interest testing groups, SDS (1975), SDS (1977) and SCII (Strong Campbell Interest Inventory). A total of 57 subjects out of the 84 subjects assigned to the SDS (1975) and the SDS (1977) actually participated in the groups.

When the summary codes of the SDS (1975) and the SDS (1977) were compared for this study, out of 27 males and females taking the SDS (1977) only 1 or 3.7% made an error in calculating their summary code. For those subjects taking the SDS (1975) N=30, 10 or 30% made an error in calculating their three letter codes (Table 1A).

Conclusions

Many of the errors resulting from self scoring on the SDS have been improved based on this study. Our data is based on errors in calculating all three letters in the code. The subjects taking the SDS (1970) had an error rate of 32.5 percent (first study) and 30 percent (second study) and subjects taking the SDS (1977) had an error rate of 10.8 percent (first study) and 3.7 percent (second study) in calculating one or more of their three letter codes.

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Table 1

Comparison of Summary Codes for Subjects
Using the Self-Scoring Method and the Computerized Method

*		Switches					Missing			Total	%
Group		N	Correct	1-2	1-3	2-3	1	2	3	Errors	Errors
1	(*)	47	32	5	1	3	1	1	4	15	32
2	(*)	42	28	3	2	4	0	2	3	14	33
3	(-)	52	46	0	0	4	0	1	1	6	12
4	(-)	49	44	1	0	3	0	0	1	5	10

* SDS (1975)

- SDS (1977)

Table 1A

Comparison of Summary Codes for Subjects
Using the Self-Scoring Method and the Computerized Method
(Second Study)

		Switches				Missing			Total	%
Group	N	Correct	1-2	1-3	2-3	1	2	3	Errors	Errors
Males (-)	10	10							0	0
Females (-)	17	16	1						1	6
Males (*)	14	10	1		2	1			4	29
Females (*)	16	12	1		1		1	1	4	25

* SDS (1975)

- SDS (1977)